

Students and School Counselors Need Analysis on The Development of Career Planning Guidance in Senior High School

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Abstract: This study aims to describe the needs of students and school counselors for career planning guidance services in senior high school. This study subject is 213 students grade X (ten) at SMAN 1 Dukun Gresik (senior high school) as respondents and 16 school counselors from 12 senior high schools throughout Gresik Regency, East Java, Indonesia. The results of research related to the analysis of student needs show that (1) most students (43.6%) are not aware of their weaknesses and strengths, 50.3% of students do not yet know how to achieve their career goals, and 49.7% of students have not thought about make career plans, (2) most students (61.5%) stated that the facilities at school were inadequate to support student career planning, (3) most students (55.9%) did not know information about future professions/careers that will be selected. Furthermore, the results of research related to the analysis of the needs of counselors show that (1) 16 senior high schools (100%) in Gresik district have implemented a new curriculum in Indonesia called “Merdeka Curriculum”, and most of the counselors (81.3%) stated they need one of which is the service module/guidance guidebook, (2) most of the counselors (81.3%) stated that the need for career planning guidance services, was urgently needed and carried out at the tenth grade level of high school, and 75% of counselors said no have career guidance service tools that are arranged systematically in accordance with career theory and have been theoretically tested, (3) Most counselors (62.5%) stated that they really need a guidebook for career planning guidance based on a dream proposal project, and all counselors (100%) stated that he strongly supports the development of a career planning guidance guidebook based on a dream proposal project in the context of implementing the new curriculum.

Keywords: Career planning, School counselors, Needs analysis

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Introduction

High school students are individuals who are experiencing a period of development, which leads to the development of maturity, independence, and finding their identity. So, during this period of development, assistance is needed to broaden one's horizons about the job or career that one is interested in or one's aspirations for. So that students can choose a career that suits their choices and talents after graduating from school. However, there are still many problems that often occur at school and students are still confused about determining their career direction, such as further studies. Research from Aisyah, et al (2018) states that there are still many career problems for students, especially in class X high school, which are still high, especially in determining further studies. Other research conducted by Permadi (2016) shows that 74% of students still need career guidance, especially in helping with career planning.

Research conducted by Tumanggor & Purwanto (2018) through interviews and documentation, show that students at high schools 3 in Tarakan City Still many have experienced it confusion in choosing further studies at university. Students are confused about choosing a study program to continue to college 60%, for students who know the major they will choose, 30%, and 10% in determining work. Also supported by the results of the distribution of problem disclosure tools (AUM) by counselors for class XII students.

There are some students who plan their careers based on their wishes and desires without thinking about their abilities, and there are also students who give their career choices to friends and other people. Budiamin (2012), in his research, found that 90% of students were still confused about choosing a career in the future, and 70% of students said that their future career plans were up to their parents. From the research above, determining the right career that suits talents, interests, intelligence, life values needs to be planned in advance by students. Planning a career is not just a job, but a job that is also in accordance with the potential it has. There are some students who plan their careers still don't make sense, and students plan their careers based on their wishes and desires without considering their abilities or potential. (Purwanto & Tumanggor, 2018).

Based on the results of existing research conducted by several researchers above, the reality that occurs in high school students is that career planning is still a problem and there needs to be a role for guidance and counseling teachers to help students plan their future careers. Adityawarman, et al (2020) stated that the role of guidance and counseling teachers is needed because guidance and counseling teachers as agents of change are important for students to broaden their horizons and knowledge about work and career. Furthermore, Arumsari & Koesdyantho (2021) stated that counselors are educators who help students to solve the problems they face at school. Counselors can also accompany students by providing individual and group guidance services so that

students can gain life development and realize their dreams according to their abilities, so that later students can be independent in facing various difficulties.

The role of the counselor is useful in providing services so that actions taken as a professional staff member who has a position in providing guidance services to students. The counselor's role is also to carry out guidance and counseling services that can build student discipline and provide assistance, and the teacher's role is as a moderator (Putri, 2019). This matter It also has an influence on the independent learning program because of the role of guidance and counseling teachers who must provide information services about further studies based on students' interests and talents. Minister of Education and Culture Nadiem Anwar Makarim said that freedom to learn is freedom to think. The counselor's role can provide students with readiness to face the independent curriculum so that they can direct and assist in choosing a major that suits their abilities . Related information services choose further studies that suit with talents and interests students are given help in implementation of interests (Arumsari, & Koesdyantho, 2021).

The idea of “Merdeka curriculum” is a modification of the independent learning policy by prioritizing theories that center on students' interests and talents in the learning process. At the educational unit level, counselors are expected to be able to help students to be able to accept and understand themselves and their environment, so that students are able to achieve independence and prosperity (Kemdikbudristek, 2022). Therefore, the purpose of writing articles is to describe analysis of student and counselor needs studies to development of planning guidance career in the context of implementing independent learning.

Method

This research aims to describe the needs of students and counselors to development of planning guidance career in implementation curriculum independent. The research was carried out with a descriptive survey design. The research subjects were 213 students in class X (ten) at SMAN 1 Dukun Gresik, as well as 16 guidance and counseling teachers from 12 high schools throughout Gresik Regency. The level of student needs is inferred from (1) understanding self, (2) understanding circumstances environment, (3) understanding information work or further studies. Level of need counselor concluded from (1) implementation curriculum independence in schools, (2) planning guidance services carried out career counselor at school, (3) response counselor to development of planning guidance career based project. Data is collected on a scale career planning and needs questionnaire counselor, and analyzed using descriptive statistics.

Results

Understanding results beginning of related students weaknesses and strengths can explained in the following diagram.

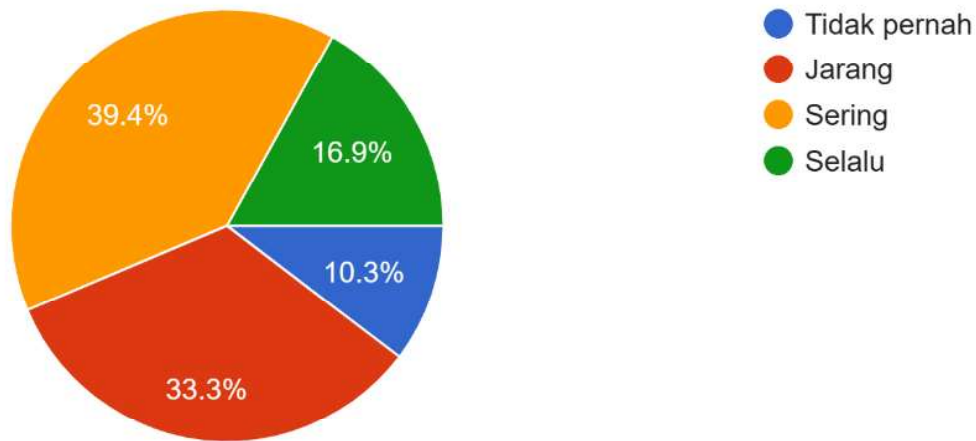


Figure 1. Related Students' Self- Understanding Weaknesses and Strengths Possessed _

Figure 1 shows that still many students have not capable realize weaknesses and strengths. There were 22 students (10.3 %) who never realize weaknesses and strengths. A total of 71 students (33.3 %) seldom realize weaknesses and strengths. A total of 84 students (39.4 %) often realize weaknesses and strengths, and 36 students (16.9 %) always realize weaknesses and strengths.

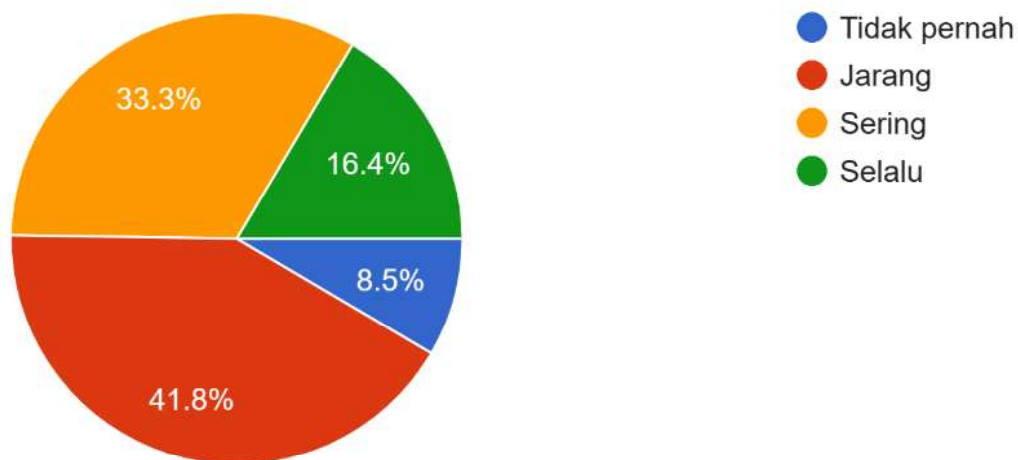


Figure 2. Ways to Achieve Career Goals

Figure 2 shows related student knowledge data way to achieve objective future career. A total of 18 students (8.5%) never did know the way it should be done to achieve objective his future career. Most of the students, namely 89 people (41.8%), still do seldom own knowledge of how to achieve objective career. A total of 71 students (33.3%) often know the way it should be done to achieve objective career, and as many as 35 students (16.4%) always know way to achieve objective career.

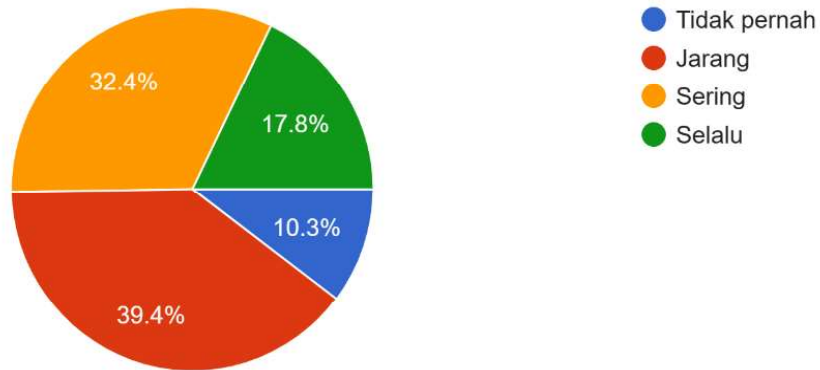


Figure 3. Students' thoughts on making Career Planning , Determining Career Choices and Completing Career Problems

Figure 3 shows the related data students' thoughts to create planning career, determine choice career and finish problem career. A total of 22 students (10.3%) never thinking about making planning career, determine choice career and finish problem career. Most of the students, namely 84 people (39.4%), still do seldom thinking about making planning, determining choice and finish problem career. A total of 69 students (32.4%) often thinking about making planning career, determine choice career and finish problem career, and as many as 38 students (17.8%) always thinking about making planning, determining choice and finish problem career.

Condition Environment in Student Career Planning

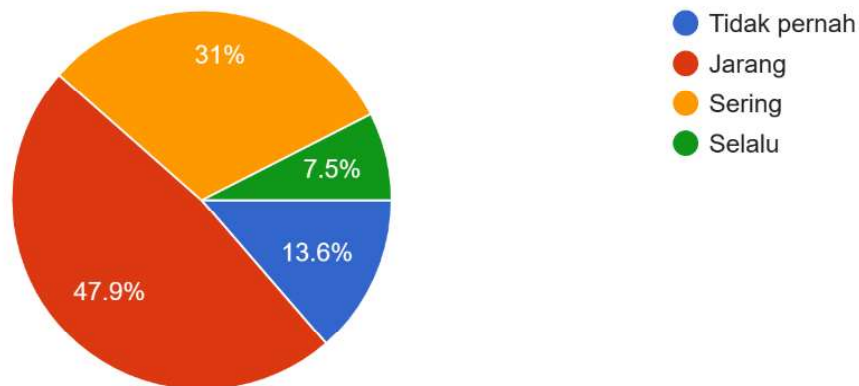


Figure 4. Condition Supportive School Facilities Career Planning

Figure 4 shows the related data condition available facilities at the school support planning student career. There were 29 students (13.6%) who stated that the facilities at school were inadequate to make this happen planning career. Most of the students, as many as 102 students (47.9%) stated that the condition Facilities at school are scarce sufficient to support realize planning career. A total of 66 students (31%) said that the facilities at school were frequent supportive and sufficient to make it happen planning career, and 16 students (7.5%) stated

facilities at school always support planning student career .

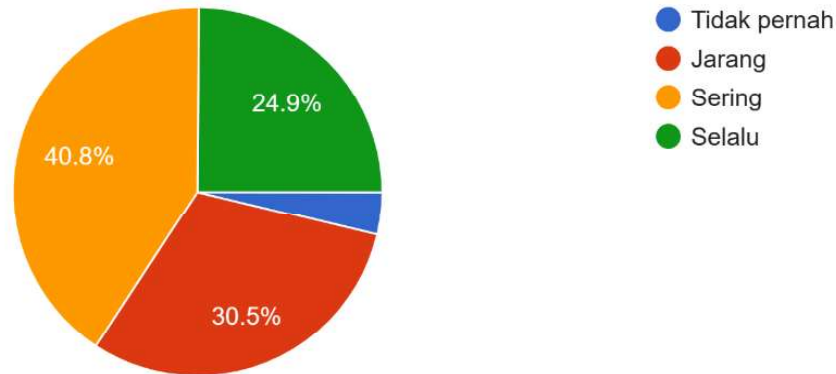


Figure 5. Supportive high school education Career Planning

Figure 5 shows the related data The student's current position as a high school student is related to planning students' future careers. There were 8 students (3.8%) who stated that their position was currently as a high school student does not support planning career in the future. A total of 65 students (30.5%) stated that their choices in high school are currently rare support planning future career. Most of the students, as many as 87 people (40.8%) stated high school education often support planning career, and 53 students (24.9 %) stated choice his education currently in high school always support planning his career.

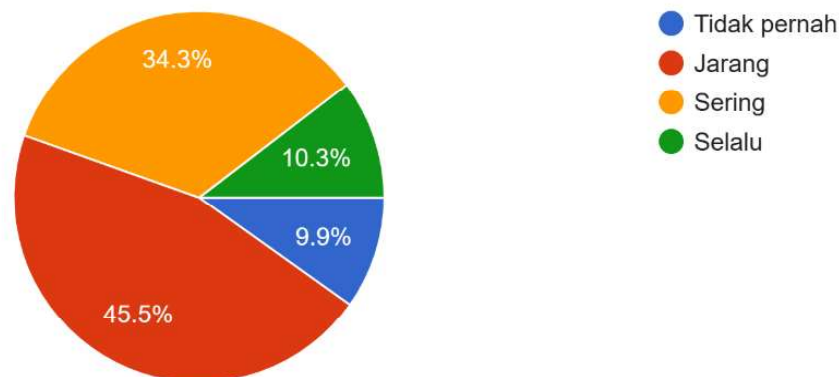


Figure 6. Education Obtained Enough To Achieve Career Goals

Figure 6 shows related data adequacy education that has been obtained current to achieve objective student career. There were 21 students (9.9%) who stated this education received currently not enough to achieve objective career. Most of the students, as many as 97 people (45.5%) stated education received not yet enough support to achieve objective career. There were 73 students (34.3%) who stated that their education had been completed obtained enough support to achieve purpose, and 22 students (10.3%) stated education received this time is very enough to achieve objective career forward .

Information Work & Further Study

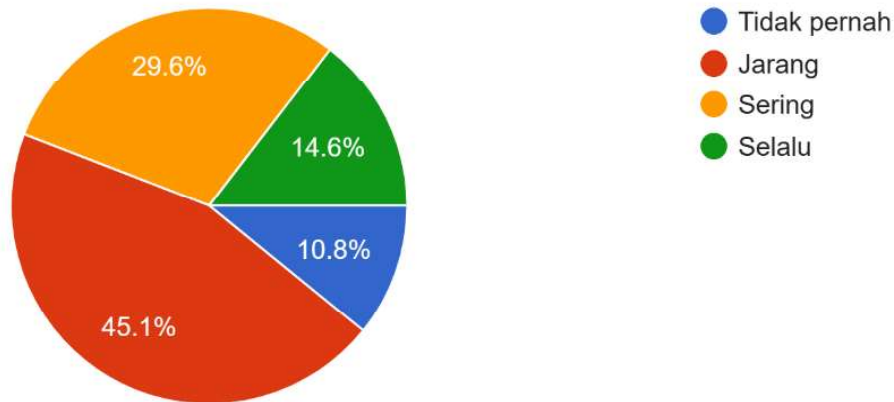


Figure 7. Information about future profession /career

Figure 7 depicts the related data information about your future profession/career chosen by students. A total of 23 students (10.8%) never did own knowledge about future profession/career selected. Most of the students, namely 96 people (45.1%) still seldom own knowledge about future profession/career selected. A total of 63 students (29.6%) often own knowledge about future profession/career selected, and as many as 31 students (14.6%) always own knowledge about future profession/career selected.

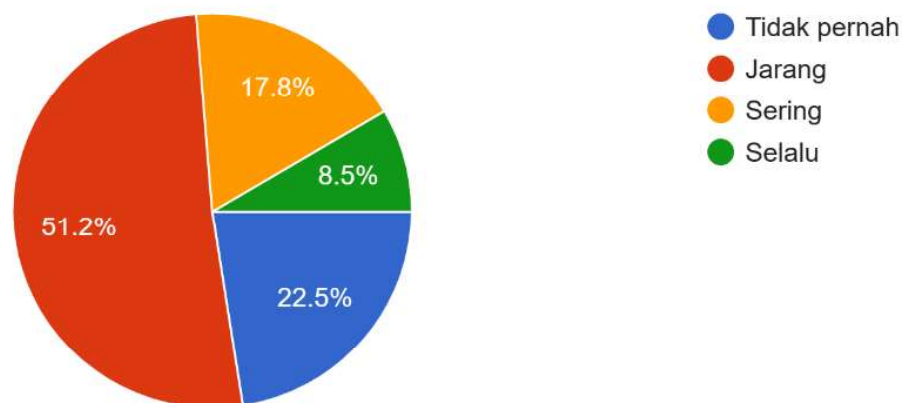


Figure 8. Participation in activities related to profession / career

Figure 8 shows the related data student participation in events/activities related to profession/career. There were 48 students (22.5%) who said they never did Participate in events/activities related to your profession/career. The majority of students, as many as 109 students (51.2%) stated seldom follow activities related to profession/career. A total of 38 students (17.8%) often follow activities related to the profession career, and 18 students (8.5%) stated always follow related activities /events with profession/career.

Counselor's Needs Study

Implementation Independent Curriculum in Schools

In effort develop guide development of planning guidance career in implementation curriculum independence that suits the needs in the field, you need to know in a way clear about implementation curriculum used in the unit education high school level. Following related data is presented use curriculum in 16 high school schools in Gresik district, East Java.

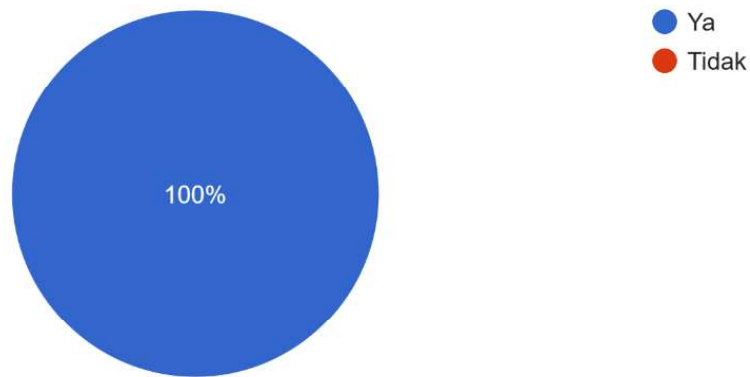


Figure 9. Implementation Independent Curriculum in Schools

Figure 9 shows the related data application curriculum independence in secondary school above in Gresik district. A total of 16 schools (100%) of public and private high schools in Gresik district have implement curriculum independent in maintenance activity Study teaching at their respective institutions.

The following data show device guidance and counseling services needed by counselors in internal schools implementation Independent Curriculum.

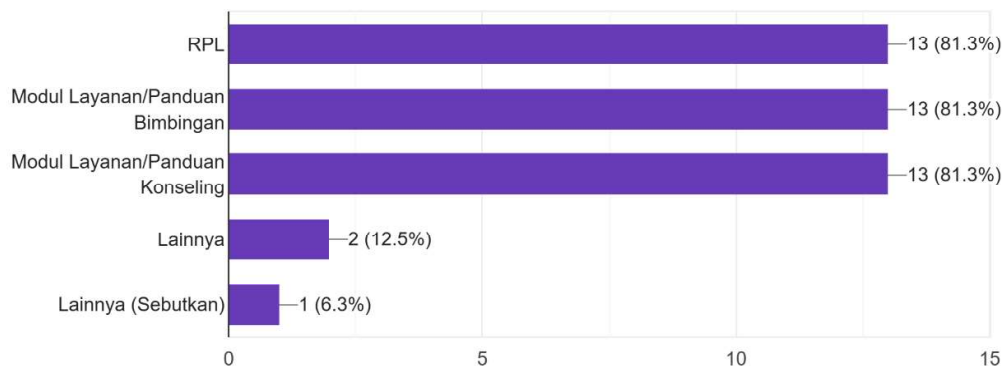


Figure 10. Device Guidance and Counseling Services Required by Counselors in Implementation Independent Curriculum

Figure 10 Shows information related device guidance and counseling services needed by counselors in internal schools implementation Independent Curriculum. A total of 13 BK teachers (81.3%) each stated that their device need Plan Implementation Services (RPL), modules tutoring services/guides, and modules counseling services/guides . Meanwhile, 3 guidance and counseling teachers (18.7%) stated need device others .

Planning Guidance Services in Schools

In effort develop planning guidance guide careers for high school students that suit the needs in the field , it is necessary to know in a way clear level the class that needs it most planning guidance services career , especially in application curriculum freedom at school.

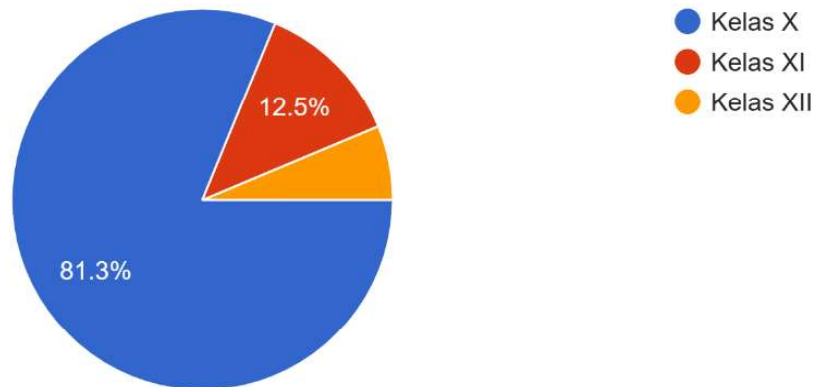


Figure 11. Needs Implementation of Career Planning Guidance Based on Class Level

Figure 11 shows level need providing planning guidance career ideally according to counselor based on level class related to maintenance curriculum freedom at school. A total of 13 counselors (81.3%) stated that it would be ideal planning guidance services Students' careers are carried out at various levels class X high school. A total of 2 counselors (12.5%) stated that planning guidance services career required in class XI, and 1 counselor (6.2%) stated required in class XII.

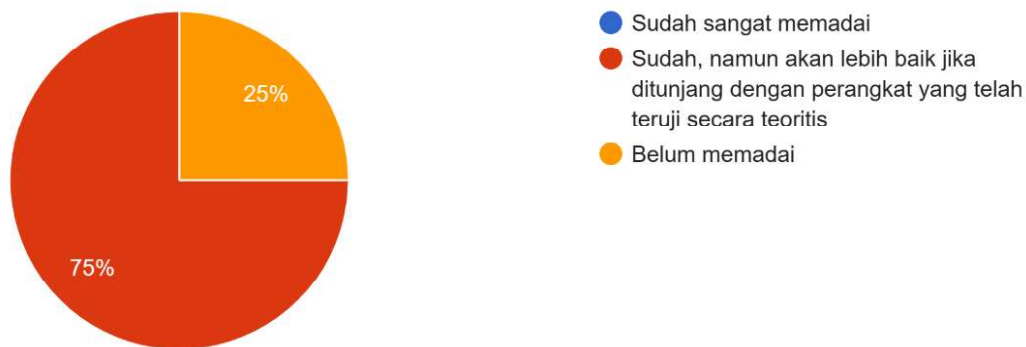


Figure 12. Device School Counselor Career Planning Guidance Services

Figure 12 shows availability owned device _ counselor at school to support planning guidance services career . A total of 12 counselors (75%) stated that they already had device planning guidance services career However will more Good If supported by existing devices _ tested in a way theoretical . Furthermore as many as 4 counselors (25%) stated that they Not yet own adequate devices to support _ planning guidance services career .

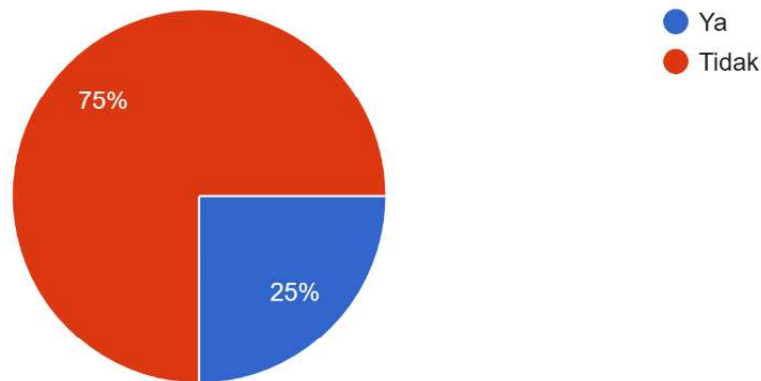


Figure 13. Availability Device Career Guidance Services that Have Been Arranged By Systematic and Tested Theoretical

Figure 13 shows availability device career guidance services at schools that have arranged in a way systematic and tested in a way theoretical . A total of 12 counselors (75%) stated that they did not have one device arranged career guidance services _ in a way systematic according to theory career and have tested in a way theoretical . Meanwhile, 4 counselors others (25%) stated has own device career guidance services that have been provided tested .

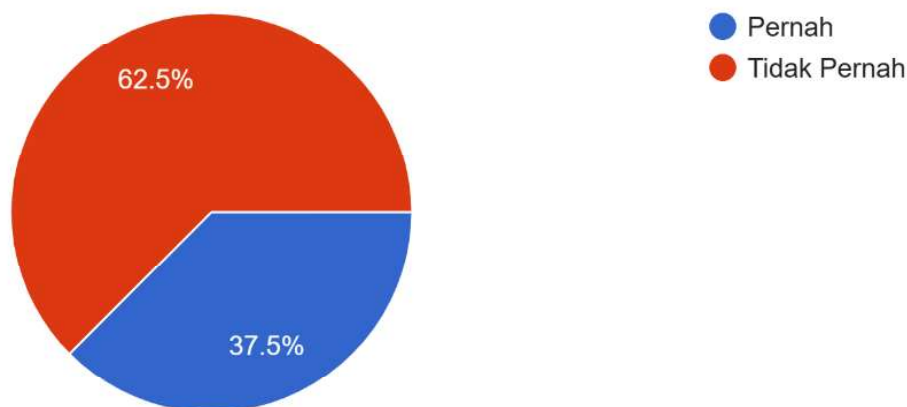


Figure 14. Development Career Planning Guidance Guidebook by Counselors

Figure 14 shows experience counselor in develop book guide or module planning guidance services career at school. A total of 11 counselors (62.5%) said never develop device book guide or module planning guidance

services career . Meanwhile, 5 counselors others (25%) said they had try develop device book guide or module planning guidance services career .

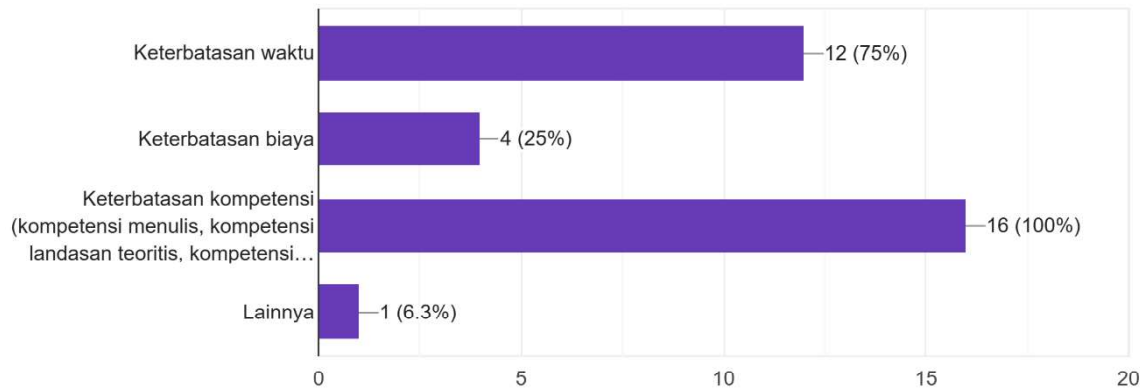


Figure 15. Barriers Counselor in Development Handbook / Service Module

Figure 15 shows related data obstacles experienced _ counselor at school in develop device book guide/module service . A total of 16 counselors (100%) stated that there were obstacles main they in develop device book guide or module service is limitations competencies that include competence knowledge base theoretical, competency writing , competency in compiling instruments, competency in testing validity and reliability, and competency others . Furthermore, 12 counselors (75%) stated obstacle they is limitations time . Meanwhile, 4 counselors (25%) stated that they were obstacle is limitations costs , and 1 Counselor (6.3%) stated others.

Response Counselor To Development of Based Career Planning Guidance Project

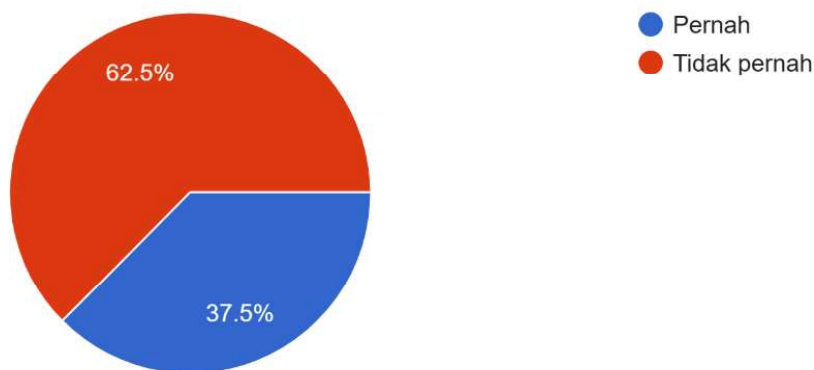


Figure 16. Experience
Implementation Based Career Planning Guidance Services Project

Figure 16 shows the experience data counselor in carry out planning guidance services career based project . A total of 11 counselors (62.5%) stated that never carry out planning guidance services career based project . 5 Counselor others (37.5%) stated Once carry out planning guidance services career based project .



Figure 17. Opinion Counselor on Development Guidebook for Based Career Planning Guidance Project

Figure 17 shows opinion data counselor related development book planning guidance guide career based project. A total of 16 counselors (100%) stated that career guidance services will more interesting if developed book planning guidance guide career based dream proposal project.

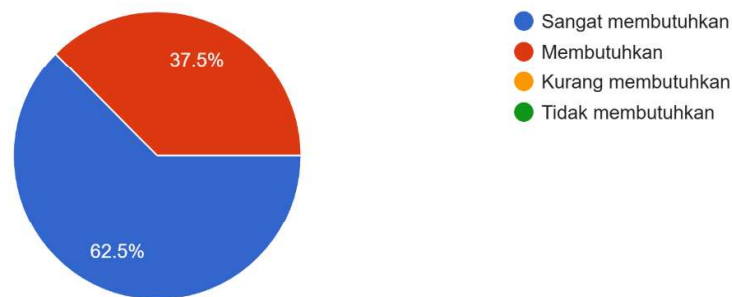


Figure 18. Needs Counselor to Guidebook for Based Career Planning Guidance Dream Proposal Project

Figure 18 shows need counselor to development book planning guidance guide career based dream proposal project. A total of 11 counselors (62.5%) stated that they really needed it book planning guidance guide career based dream proposal project . A total of 5 counselors (37.5%) stated need book planning guidance guide career based dream proposal project .

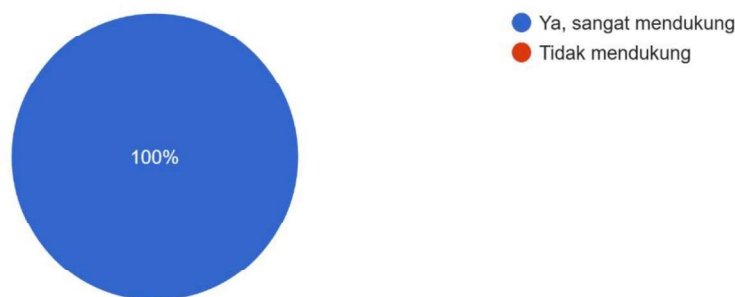


Figure 19. Opinion Counselor to Development Guidebook for Based Career Planning Guidance Dream Proposal Project

Figure 19 shows the response data counselor to development book planning guidance guide career based dream proposal project in implementation curriculum independent. A total of 16 counselors (100%) stated that they strongly supported it development book planning guidance guide career based dream proposal project in implementation curriculum independent .

Conclusion

Based on results study obtained conclusion that student's ability of career planning are still low. This is proven by several data that many students have not realize their strengths and weaknesses of himself, the students have not know how to achieve their career goals, students have not thinking about making career planning, facilities at school not yet maximum in support student's career planning, as well part large number of students yet know information about the profession/future career that will be chosen. Furthermore results research conducted to school counselor in Gresik district concerned on career guidance services in implementation "Merdeka curriculum" obtained results that the counselor need module/books about career planning guidance guide based on project based learning.

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